

THE COMPREHENSIBLE REALIDADES CLASSROOM

Ideas for using TPRS/CI with the Realidades curriculum

This document contains ideas for TPRS stories and other CI activities for teachers using the Realidades Level 1 curriculum. Depending on the rigidity of his or her curriculum requirements (common assessments, required pacing, etc.), each teacher will need to determine which activities to use and which to skip because of time constraints. In some chapters, there may be enough time to do all of the activities listed; in others, a teacher may only be able to use one story or one activity. Choose the activities that will offer the most 'bang for your buck'—stories that incorporate the largest number of vocabulary words from the chapter list or are very short but have high repetitions and are very personalized.

Remember that our goal is to give students language that they can use: high frequency structures! For any chapter, make sure that you teach terms that students will NEED in order to communicate about anything in the target language in addition to the less necessary vocabulary on each chapter's vocab list.

Remember that you can teach any vocabulary term using Comprehensible Input without having a story script or activity per-say. Sandwich the word into several questions that your students might be interested in discussing, and use them in a teacher-directed conversation.

Finally, if you are a teacher that uses the Realidades curriculum, please email me different ways that YOU use TPRS or other CI strategies to meet your curriculum requirements. I'll add them to the document for other teachers to use! martinaebex@gmail.com

1. Para Empezar: Greetings, Body Parts, Numbers, Telling Time, Calendar, Weather, Alphabet, Pronunciation, Basic Classroom Objects and Commands

- **Greetings:** Do a little skit in the first week of classes. I always teach this is/a boy/a girl/se llama on the first day of school and then jump into greetings over the next day or two. Check out these scripts: <http://martinabex.com/2012/08/28/dice/> and <http://martinabex.com/2011/08/17/first-day-of-school-plans-pqa/> You can also tackle colors here by adding the structure “a él/ella le gusta (color)”
- **Telling Time:** You can use the Cierra la puerta script (<http://martinabex.com/2011/09/19/cierra-la-puerta/>) to get the basic "son las + time" and then expand on it with this story that focuses on a las/son las...although it has a greater vocab range than your students might be able to handle at this point <http://martinabex.com/2012/02/28/telling-time-story-and-activity/>
- **Classroom Commands and Objects:** TPR works best for classroom commands; you can also work in this story to focus on levántate and siéntate: <http://martinabex.com/2011/10/25/sientate/> Teach structures like “agarra” “camina hacia” and “mira” with classroom objects. You could also use the camina y corre script: <http://martinabex.com/2012/09/07/camina-y-corre-lesson-plans/>

- **Body Parts:** Teach the verb "tiene". This will also reinforce numbers and colors. Have students draw monsters (if you want, make it cooperative learning by giving students instructions "dibujen los ojos" and then pass it to the next student to add on the next body part "dibujen las piernas" etc. until the monsters are complete. Then, show the drawings to the class and ask questions about them. ¿El monstruo de (student) tiene un ojo o tiene tres ojos? ¿Tiene tres ojos verdes o tiene tres ojos anaranjados? The story that I use to teach "tiene" is here: <http://martinabex.com/2012/12/09/las-novias-de-mi-hermano-script/> TPR body parts with the song "Cabeza, ojos, rodilla y pies" <http://www.youtube.com/watch?v=cjVvzCPn0U>

2. Mis Amigos y Yo: Describing oneself and other people, Talking about what you like to do and what others like to do (with me gusta + infinitives).

- **Activities:** TPR the infinitives (develop gestures for each one). Use the Three Ring Circus strategy to reinforce them with gustar. (Have three kids up at the front of the room acting out what they like to do, and compare, contrast, and create stories about each one.) Michael Miller has a great article about the three ring circus strategy here: http://www.sabineundmichael.com/Sabine_und_Michael/Resources_files/CircusArticle.pdf A story that works well in this topic is Las chicas no juegan al fútbol americano: <http://martinabex.com/2012/03/03/las-chicas-no-juegan-al-futbol-americano-2/> It practices the verb + infinitive structure as well.
- **Descriptions:** Use the game "Who are you?". This game fits into the "las chicas no juegan..." unit, but they don't have to be done together. <http://martinabex.com/2013/01/21/who-am-i/>

3. La escuela: School schedules, Describing classes, Classroom Objects, Telling where things are located in the classroom with location prepositions.

- **School Schedules:** Teach with the HFS "toma". I would use the La Universidad story script: <http://martinabex.com/2012/10/16/la-universidad-story-script/>. This could also be a good time to bring in the Paul y el avión story (linked in #1) because kids have more vocab under their belt and it works on the "a las" structure, which is needed for school schedules. Use a cooperative learning activity to have students ask each other about school schedules, and then discuss them as a class to get in repetitions for everyone. "¿Quién toma la clase de matemáticas?" ¿Quién toma la clase de matemáticas a las ocho y media de la mañana?" "Marcos toma la clase de matemáticas a las ocho de la mañana o a las dos de la tarde?"
- **Location prepositions:** Have students build classroom materials sculptures: pile a bunch of stuff from around the room on top of each other, and then discuss them as a class with lots of questions: Is the book on top of the pencil or next to the pencil? Give out awards: tallest, sturdiest, ugliest, best Michael Jackson look-alike, etc. You could also use the logic line-up activity: <http://martinabex.com/2012/03/21/logic-line-up/>

- **Classroom Objects:** TPR; the verbs “tiene” and “está”. Divide the students into teams. Show the picture of an object on the screen. Circle the vocabulary term (Es __? Sí, es __. ¿Es __ o es __?... ¿Qué es?) Then ask, ¿Dónde está un/una __? and have one student from each team race to grab one of the objects. If you are talking about large objects (like desks, chalkboards, etc.), you could have the kids race to see which team can label it with a sticky note first. Once the object has been identified, ask questions about it (questions to describe it, its location in the room, etc.)
- **Describing Classes:** The song “Es tan difícil” comes to mind :). This can also be worked into the “La Universidad” script by describing the classes that the student takes in it. You can practice classes and superlatives “la más difícil/aburrida/interesante/etc” by making a bulletin board bar graph for each adjective and discussing them: <http://martinabex.com/2012/11/28/bulletin-board-bar-graph/>

4. Food and Health

- **Food:** El lobo hambriento script: one of my all-time favorites!! <http://martinabex.com/2013/06/17/el-lobo-hambriento-script-and-plans/>
- **Health:** Ask a story in which one student is a doctor and various patients come to his/her office with different ailments. The doctor has to give advice on how to get better--the sillier, the better!

5. Leisure Activities

- Same as activities suggestions in #2